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Indiana Superintendent of Public Instruction

# Overview of ESSA Requirements for Accountability

# OVERVIEW



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The graphic shows a series of black silhouettes of people in various walking and running poses, positioned along a curved green line that represents a hill or a path. The silhouettes increase in size from left to right.

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## State must have a single, statewide accountability system that satisfies all requirements in order to improve student academic achievement and school success

1. Accountability system must be informed by the state's long-term goals & measurements of interim progress for all students and each subgroup.
2. Accountability system must be based on the challenging state academic standards & include all required indicators for all students and each subgroup.
3. Accountability system must take into account the achievement of all students.
4. Accountability system must be used to annually meaningfully differentiate all schools & to identify schools for comprehensive and targeted support and improvement.
5. Accountability system must include the process used to ensure effective development and implementation of school support and improvement plans to hold schools accountable for student achievement and school success.



## Topics to be Covered

- State Goals
- Indicators
- Subgroups
- Test Participation
- School Identification
- Report Cards
- Next Steps



# STATE GOALS

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## General Information

- Establish ambitious long-term goals and interim measures of progress aligned with the long-term goals for all students and each student subgroup
  - Academic achievement
  - Graduation rate
  - English language proficiency
- Timeline for achieving goals must be the same for all students and each subgroup
- Interim measures must require greater rates of improvement for lower-performing subgroups



# State Goals

## Current Status

- Per ED guidance after the passage of ESSA, subgroup goals (AMOs) were not reset to provide states the opportunity to meaningfully review long-term goals and interim progress measures for subgroups and statewide

# State Goals

## To-Do List

- Establish ambitious goals and measurements of interim progress statewide and for each subgroup in the areas of academic achievement, graduation rate, and English language proficiency
- Establish the timeline for achieving long-term goals and measurements of interim progress in the areas of academic achievement, graduation rate, and English language proficiency

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# ACCOUNTABILITY INDICATORS

(PERFORMANCE, GROWTH,  
MULTIPLE MEASURES)



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## General Information

- Each indicator must be calculated the same way for all schools across the state
- Each indicator must only be used once in the system
- Each indicator must aid in the meaningful differentiation of all schools
- Each indicator must be broken out by each subgroup and available statewide
- Each indicator must have at least three levels of performance
- Academic indicators must receive “much greater weight” overall than non-academic indicators



# Accountability Indicators

## Elementary/Middle Schools

Indicator	Key Proposed Regulatory Requirement(s)
Performance Domain (Academic Achievement)	<ul style="list-style-type: none"><li>• Must equally weight E/LA &amp; Math proficiency on annual state assessment</li></ul>
Growth Domain (Academic Progress)	<ul style="list-style-type: none"><li>• Must measure student growth in E/LA &amp; Math on annual state assessment</li><li>• May include another academic measure</li></ul>
Progress in Achieving English Language Proficiency	<ul style="list-style-type: none"><li>• Must consider English language proficiency level of students</li><li>• Must use objective &amp; valid measures of growth/progress</li><li>• May include a measure of proficiency</li></ul>
Multiple Measures Domain (School Quality & Student Success)	<ul style="list-style-type: none"><li>• Must be valid, reliable, and comparable</li><li>• Can't change status of identified schools without "significant progress" on at least one other indicator</li><li>• Progress must be likely to increase student achievement</li></ul>

# Accountability Indicators

## High Schools

Indicator	Key Proposed Regulatory Requirement(s)
Performance Domain & Growth Domain (Academic Achievement)	<ul style="list-style-type: none"><li>• Must equally weight E/LA &amp; Math proficiency on annual state assessment</li><li>• May include growth</li></ul>
Multiple Measures Domain (Graduation Rate)	<ul style="list-style-type: none"><li>• Must be based on four-year adjusted cohort graduation rate</li><li>• May include an extended-year graduation rate</li></ul>
Progress in Achieving English Language Proficiency	<ul style="list-style-type: none"><li>• Must consider English language proficiency level of students</li><li>• Must use objective &amp; valid measures of growth/progress</li><li>• May include a measure of proficiency</li></ul>
Multiple Measures Domain (School Quality & Student Success)	<ul style="list-style-type: none"><li>• Must be valid, reliable, and comparable</li><li>• Can't change status of identified schools without "significant progress" on at least one other indicator</li><li>• Progress must be likely to increase student achievement</li></ul>

## Current Status

- Have five levels of performance for each indicator & overall (A-F)
- Academic achievement indicator available for grades 3-8 & 10
  - Performance domain (proficiency & participation)
  - Growth domain (grade 10)
- Academic progress indicator available for grades 4-8
  - Growth domain (grades 4-8)
- Graduation rate indicator available for grade 12
  - Multiple Measures domain: Includes extended-year graduation rate
- School quality & student success indicator available for grade 11 & 12
  - Multiple Measures domain: College- and career-readiness achievement rate
  - Multiple Measures domain: College- and career-readiness participation rate



## To-Do List

- Overall
  - Review categories/designations
  - Review weights of each indicator in overall system
  - Ensure that each indicator meaningfully differentiates schools across the state
  - Ensure alignment with long-term goals & interim progress measures
  - Ensure performance on indicators complies with requirements



## To-Do List

- English Language Proficiency Progress Indicator
  - Identify student characteristics to consider for procedures
  - Identify measurement of progress
  - Determine whether to include a proficiency measure
- Graduation Rate Indicator
  - Review alternate diploma requirements for graduation rate
  - Review four- and five-year calculations to ensure alignment with federal requirements
- School Quality/Student Success Indicator
  - Determine measurement/s to include
  - Review current measures to ensure they provide for meaningful differentiation



# STUDENT SUBGROUPS

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# Student Subgroups

## General Information

- Must include the following subgroups:
  - Economically disadvantaged students
  - Students from each major racial & ethnic group
  - Children with disabilities
  - English learners
- “Super subgroups” are not permitted in place of individual subgroups, but may supplement them
- N size must be no more than 30 or must be approved by ED; lower N sizes are permitted for reporting purposes



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# Student Subgroups

## English Learner Subgroup

- Former EL students may continue to be counted for up to four years in the EL subgroup for academic proficiency measures
- State may choose to apply one of the following flexibilities:
  - Exempt a recently arrived English learner from the first administration of the E/LA assessment; exclude the student's results when calculating the academic achievement and EL proficiency progress indicators in the first year of enrollment
  - Access and report the performance of the English learner on E/LA assessment in each year of the student's enrollment in the US; exclude the student's results when calculating the academic achievement indicator in the first year of enrollment; include a growth measure for EL students in the academic progress/achievement indicator in the student's second year; and include a measure of EL proficiency on the assessment when calculating the academic achievement indicator in the third and subsequent years



# Student Subgroups

## Current Status

- Currently exclude English learners enrolled in US schools for less than one year from E/LA performance calculations
- Super subgroups (top 75%/bottom 25%) are currently used for growth domain calculations
- N size varies by calculation in the current accountability system; traditionally used N size of ten for AMO reporting



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# Student Subgroups

## To-Do List

- Determine whether to include the performance of a student previously identified as an English learner for up to four years after the student achieved English language proficiency when calculating the academic achievement indicator
- Determine whether to apply one of the exemption flexibilities for the English learner population newly enrolled in the US
- Determine the minimum number of students for reporting and statewide accountability for subgroups



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# TEST PARTICIPATION



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## General Information

- Must measure the achievement of at least 95% of all students and each subgroup for E/LA and Math separately
- Must use one of four methods to respond to participation rates that fall below the 95% threshold (all students or subgroup):
  - Lower summative performance rating
  - Identification for targeted support and improvement
  - Lowest performance level on academic achievement indicator
  - State-determined action that is rigorous and approved by ED
- Schools not meeting the 95% participation requirement must develop an improvement plan that is approved and monitored by the LEA
- LEAs with significant number of schools not meeting the 95% participation requirement must implement improvement plans reviewed and approved by the SEA



## Current Status

- Accountability system meets the requirement to respond to those schools/districts that do not meet the 95% participation requirement by lowering the summative performance rating of these schools



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## To-Do List

- Determine state-level process of collecting, reviewing, approving and monitoring improvement plans for districts with a significant number of schools not meeting the 95% participation requirement



# SCHOOL IDENTIFICATION



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## General Information

- Must identify schools by the beginning of each school year
- Must identify schools for the following:
  - Comprehensive Support & Improvement
    - Lowest performing 5% of schools
    - High schools with a graduation rate below 67%
    - Additional schools that have chronically low-performing subgroups & have not improved with targeted support interventions
  - Targeted Support & Improvement
    - Schools with low-performing subgroup/s, as defined by state



## Comprehensive Support & Improvement Identification

- Begins with 2017-18 school year, using 2016-17 data
- Identification must take place at least once every three years
- Requires use of four-year adjusted cohort graduation rate & excludes the extended-year graduation rate



## Targeted Support & Improvement Identification

- Must establish a uniform, statewide definition of “consistently underperforming subgroup” that allows for identification based on at least one of the following:
  - Whether a subgroup is on track to meet state’s long-term goals
  - Whether a subgroup is at or below a state-determined threshold
  - Whether a subgroup is performing at the lowest performance level on one of the annual indicators
  - Whether a subgroup is performing significantly below the state average for all students
  - Another state-determined factor



## Current Status

- Identify schools annually for support and improvement
- Using criteria outlined in ESEA waiver for identifying focus and priority schools
- New list of F/P schools was submitted to ED in March 2016 using 14/15 A-F results (hold harmless)



## To-Do List

- Develop methodology for identifying schools for comprehensive support and improvement & targeted support and improvement
- Determine whether to identify annually or average data over up to three years for identification use
- Create definition of “consistently underperforming subgroup”



# REPORT CARDS



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## General Information

- Developed with parent input
- Must include descriptions of state accountability system; N-size; indicators; process for determining school designations; school identification; exit criteria for identified schools
- Required data:
  - Accountability indicators, and progress in meeting interim & long-term goals
  - School climate, quality & safety (OCR collections)
  - Preschool enrollment
  - Advanced coursework enrollment
  - Teacher qualifications
  - School & LEA finance data (per-pupil expenditures)
- Required disaggregation
  - Subgroup data
  - Includes new subgroups of homeless, military-connected and foster care



## Current Status

- Indiana Code requires publication of Annual Performance Report (APR) by corporations
- DOE displays enrollment, performance, accountability and school personnel information at the state, corporation and school levels on Compass



## To-Do List

- Review APR requirements, Compass content and ESSA requirements to develop one unified report card system



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# Next Steps

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## Next Steps

### Statewide ESSA Event, June 27, 2016

- Generated ideas regarding multiple measures component (school quality/student success indicator)

### Accountability Panel

- Accountability Panel reconvened
- Recommendations from Panel no later than December 1, 2016



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# Next Steps

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	89.8 % ( 448 / 499)	99.0 % ( 499 / 504)	89.8
Mathematics	N/A	N/A	N/A	93.8 % ( 472 / 503)	99.8 % ( 503 / 504)	93.8

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	95.9	87.5	91.7	N/A	N/A	N/A	N/A	N/A
Mathematics	92.6	84.8	88.7	N/A	N/A	N/A	N/A	N/A

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
37.5 % ( 115 / 307)	4.00	100.0	85.5 (85.5 %)	1.3 (87.7 %-86.4 %)	86.8